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National Employee
Development Staff



Cultural Resources Training Series

Modules 1 through 6 and 8
Leader's Guide

Cultural Resources Training Series

Leader's Guide

**National Employee Development Staff
Soil Conservation Service
United States Department of Agriculture
October 1991**

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CATALOGING PREP.

Preface

The design and development of the Cultural Resources Training Series is the result of the combined efforts of experienced cultural resources specialists and employee development specialists in the Soil Conservation Service. The purpose of the training is to assist Soil Conservation employees who have the responsibility for considering cultural resources in the performance of their work assignments.

As a training leader, you should become thoroughly familiar with the contents of each module in order to anticipate questions, recognize problem areas, and provide better leadership to trainees. This guide offers assistance in administering the series.

Summary of Modules

Module 1 - Cultural Resources - Why Are They Important?

This module defines cultural resources, discusses why they are important, and explains why SCS protects them.

Module 2 - Cultural Resources in the Planning Process

This module explains the importance of planning for the presence of cultural resources in conservation activities and outlines the planning process.

Module 3 - Using Existing Information to Identify Cultural Resources

This module shows how to conduct a cultural resource review by examining current sources of information.

Module 4 - Identifying Cultural Resources in the Field

This module explains how to identify and document the presence of cultural resources on the ground as part of an environmental evaluation during planning.

Module 5 - Evaluating Cultural Resources

This module explains how a cultural resource is determined to be significant and eligible for the National Register of Historic Places.

Module 6 - Protecting Cultural Resources During Implementation

This module discusses different types of mitigation plans, tells how such plans are carried out, and explains how to handle cultural resource discovered during construction.

Module 7 - The Early Americans — Regional History and Prehistory

This module treats the history and prehistory of North America in general. Understanding and identifying cultural resources that are unique to a region is also covered. The separate regional modules are: California, Northeast, Southeast, the Plains, Midwest, Southwest/Great Basin, Pacific Northwest, Arctic, and Hawaii/Pacific Islands.

Module 8 - Cultural Resources Field Workshop

This module is an in-the-field session to learn how to identify artifacts and other cultural resources while laying out practices or projects. The 1 to 2-day workshop is scheduled upon satisfactory completion of Modules 1 through 7.

Contents

Overview	1
Program objectives	1
Methodology	1
Length of training	1
Distribution of materials	1
 Instructions for Leader/Supervisor	2
Individual study - Modules 1 through 7	2
Group sessions	4
Notes for conducting group sessions	4
 Tips for Training Delivery	5
Classroom management tips for group sessions	6
Classroom presentation tips for group sessions	7
Tips for evaluation	7
 ASK Levels for Cultural Resources Training	9
 Module 1 – Cultural Resources - Why Are They Important?	11
Module 1 – Optional review quiz	12
 Module 2 – Cultural Resources in the Planning Process	13
Module 2 – Optional review quiz	14
 Module 3 – Using Existing Information to Identify Cultural Resources	15
Module 3 – Optional review quiz	16
 Module 4 – Identifying Cultural Resources in the Field	17
Module 4 – Optional review quiz	18
 Module 5 – Evaluating Cultural Resources	19
Module 5 – Optional review quiz	20

Module 6 – Protecting Cultural Resources During Implementation.....	21
Module 6 – Optional review quiz.....	22
Module 7 – The Early Americans — Regional History and Prehistory	23
Module 8 – Cultural Resources Field Workshop	24
Module 8 – Field Workshop Guidance	25
Preparation and organization	25
SCS leader	25
Expert instructor	25
Module purpose and objectives	26
Site selection	26
Permissions and curation	27
Instructional content	28
Tips for increasing trainee involvement	30
Certification	30
Guidelines for certification at ASK level 4	31
Instructional outline	32
Sample forms	37
Appendix 1: Expert Instructor Packet	47
Appendix 2: Audiovisual Scripts	50
Module 1 – Cultural Resources - Why Are They Important?	50
Module 2 – Cultural Resources in the Planning Process	54
Module 3 – Using Existing Information to Identify Cultural Resources	58
Module 4 – Identifying Cultural Resources in the Field.....	61
Module 5 – Evaluating Cultural Resources	67
Module 6 – Protecting Cultural Resources During Implementation	72
Appendix 3: Answers for Optional Review Quizzes	77

Cultural Resources Training Series

Leader's Guide

Overview

Cultural resources training for Soil Conservation Service employees was identified as a condition for obtaining a beneficial national agreement among the Advisory Council of Historic Preservation, the National Conference of State Historic Preservation Officers, and the Soil Conservation Service. This training program, which was developed to fulfill the SCS obligation, is required training for all employees whose work assignments include consideration of cultural resources.

Program objectives

Upon completion of the training series, trainees will be able to:

- Define cultural resources.
- Explain why SCS considers cultural resources.
- Describe SCS policy and procedures for protecting cultural resources.
- Identify cultural resources by conducting a review and survey.
- Develop and maintain cultural resources information files.
- Document action(s) which can be taken to protect cultural resources.
- Describe steps to be taken when cultural resources are encountered during construction.

The program will bring trainees to an ASK (ability, skills, knowledge) level 2 upon completion of the self-paced portion and ASK level 3 or 4 upon completion of the field exercise. See page 9 for ASK level requirements.

Methodology

Modules 1 through 7 are designed to be used as either individual study or in leader-led groups. Leader-led groups may be more effective for this subject matter. These modules consist of seven audiovisual presentations, a study guide, and a DIGKIT computer exercise. The audiovisual material is available in 1/2-inch VHS video format and in slide/tape format. Slide/tape is recommended for presentation to groups for easier viewing and clarity of images. Slide/tape sets may be borrowed from the NTC serving your area.

Module 8 is a field workshop, consisting of audiovisual material, lectures, and field exercises.

Length of training

Approximately 12 hours of self study are required for the completion of modules 1 through 7. If the modules are presented in group setting some additional time will be required to allow for group discussion.

Module 8 – Cultural Resources Field Workshop is approximately 20 hours and should be completed no later than 8 months after certified study of Modules 1 through 7.

Distribution of materials

The National Employee Development Staff in Fort Worth (NEDS) distributed to each State office an initial supply of training packages. State training officers may order additional packages from NEDS as needed. Each NTC has a supply of the modules in slide/tape format which you may borrow for group sessions.

Instructions for Leader/ Supervisor

Individual study – Modules 1 through 7

Modules 1 through 7 may be completed by a variety of methods in either of two options. These options are individual study or leader-led group sessions. Each State will determine which procedure to use. State cultural resources coordinators should be involved in all group study.

As the supervisor/leader, your responsibilities are to:

1. Schedule employees for training (refer to State Cultural Resources Training Plan). Modules should be completed in sequence within the smallest time frame possible. Certainly, Module 7 should be completed no later than 3 months from the start of Module 1.

Note: Modules 1 and 2 are included in the training series, Conservation for New Employees. If no more than 6 months have elapsed since trainees completed this series, they may begin the cultural resources training with Module 3.

2. Assure that all required materials and equipment are available.

- a. One per location

- VHS equipment
- IBM/AT&T PC (required for Module 6 only)
- Modules 1 through 7 video tapes

- b. One per student

- Study Guide
- GM 420, Part 401
- Pencils/pens and paper

- c. One per supervisor/leader

- Leader's Guide
- Study Guide

- d. Other material (Optional for some ASK levels)

- Regional and State cultural resource readings
- Regional and State cultural resource videos
- Artifact indicator type kits
- Case studies

This other material, or sources for getting it, can be obtained from NTC cultural resources specialists and State cultural resources coordinators. Periodically review material provided from NTC or local sources to determine whether you want to incorporate any as supplemental material.

3. Provide a suitable quiet place where trainee will be uninterrupted during training.
4. Give trainee instructions to complete the modules as follows:
 - a. View the audiovisual presentation for Module 1.
 - b. Read the study guide material and complete the activities for Module 1.
 - c. Continue this procedure for Modules 1 through 6. (There is no study guide for Module 7.)
 - d. Answer review quizzes (Study Guide option: Review quizzes are provided in this guide. States will determine whether or not to administer the quizzes. If they are used, Supervisor/Leader should photocopy the quizzes for each employee.)
5. Monitor the progress of the trainee throughout the training, answering questions and discussing points as necessary. Ensure that trainees understand the material before advancing to the next module.
6. Administer and evaluate the review quizzes. Answers are provided in Appendix 3 of this guide.
7. Certify completion of module by whatever method is required in your State. The last page of each study guide is a training certificate for Modules 1 through 7. (Certification of training is also discussed in the instructions for Module 8 — Cultural Resources Field Workshop.)
8. Work with State training officer and State cultural resources coordinator to schedule Module 8 _ Cultural Resources Field Workshop when sufficient numbers of trainees are ready and as indicated by the State's Cultural Resources Training Plan.

Group sessions

The State may choose to give this training in group sessions. This method provides good training experience for trainees by giving opportunities for discussion of the modules. You may decide to include case studies or other group activities. Resource people such as local college historians and archeologists, recognized cultural resources contractors, representatives from the State Historic Preservation Office and the State Archeologist's office can enrich the training. If group sessions are used, the same kinds of exercises and resource people are used in each session to ensure consistency. NTC cultural resources specialists can give you guidance for group sessions.

Use the slide/tape format when presenting the modules to groups. Slides are brighter and clearer than video and can be shown on larger screens. Borrow slide/tape sets from the NTC serving your area.

Notes for conducting group sessions

A ratio of no more than twenty trainees to one leader is desirable.

Notify trainees of training at least 4 weeks in advance of the session. Trainees need to know:

1. When the session will be held. (Give starting and closing dates and times.)
2. Where the session will be held. (Include a map, if necessary.)
3. Whether they will be staying overnight; if so, are arrangements made for them?
4. What to bring/wear.
5. Course objectives that the trainees are expected to be able to do after completing the training.

Tips for Training Delivery

A simple definition of learning is:

Learning is the process of acquiring skills, knowledge, or attitudes.

As the definition implies, there are three types of learning.

One kind of learning is acquiring knowledge or understanding, which refers to gaining ideas, principles, concepts, or facts.

The second type involves the acquisition of abilities or skills. This refers to either mental abilities such as problem-solving or physical skills such as specific habits or ways of doing things.

A third type of learning can be classified as the acquisition of attitudes, which is concerned with interests, appreciations, and ideals.

Of course all three types of learning are related and can occur even though the training is directed at one type of learning. The developers of this Cultural Resources Training Series strove to incorporate the three learning types. By acquiring knowledge and skill for the performance of their cultural resources responsibilities, it is hoped that trainees will perform these duties with appreciation and interest.

You, as the instructor, contribute to the learning process by acting as an agent who makes change possible. The change may be in things known (knowledge), in comprehension (understanding), in things valued (appreciation), in things done (acquisitions of skills), or in things wanted (interest). Your function is to promote change in those whom you are instructing. If change does not occur in your trainees, there has been no learning.

Here are some points to keep in mind when you teach or lecture. In general:

People must want to learn. Children learn because someone says they should. Adults, however, will not learn something just because someone says they should. They must have a desire to learn a new skill or to acquire knowledge.

People will learn only when they feel a need to learn. They are practical in their approach to learning. They want to know how the training is going to help them—right now. Adults want to learn something from each training session. It is important that they leave a learning situation with the feeling that they have gained something useful from it. In addition, adults become impatient with too much theory or background — especially if they do not understand the purpose of it. They respond best if you teach them simply and directly.

People learn by doing. Research has shown that if adults immediately practice what they have learned and continue to use it, learning and retention are much richer. Studies have shown that if adults do not have an opportunity to be involved actively in learning, within a year they will forget 50 percent of what they learned in a passive way through reading or listening. In 2 years, they will forget 80 percent.

Classroom management tips for group sessions and Module 8

People can learn by listening and watching, but they will learn better if they are actively involved in the learning process. This explains why adults should be encouraged to discuss a problem, think out a solution, and practice a skill. They must have the opportunity to use what they learn before they forget it.

People learn by solving realistic problems. If problems are not realistic, not true to life, some adults will not work on them. Practical, realistic problems should be presented for better results.

Experience affects learning. People build learning on what they already know. New information or skills should be related to trainees' experience.

People want guidance, not grades. They want to know how they are doing—what progress they are making. This is important to them even though grades or tests may be frightening. Some adults tend to shy away from tests because of the fear of being humiliated, of not doing well. They may believe that they will not do well because they have been out of school too long or that they are too old to learn. They still want to know that they are on the right track. People can and will measure their own progress. However, many times the standards they set for themselves are too high, and they become discouraged. Sincere praise and guidance from the instructor helps to prevent this.

Effective classroom management will be accomplished by the instructor who:

- takes steps to establish rapport
- encourages students to participate
- makes effective use of equipment and training aids
- carries himself/herself well
- makes classroom environment pleasant
- plans work to challenge each pupil
- employs an easy classroom and extra-classroom manner
- displays a relevant sense of humor
- explains and follows recommended safety procedures
- employs recommended teaching practices
- provides for individual instruction
- answers points of confusion patiently
- provides clear directions
- uses clear questions
- knows participants names
- teaches to the class level

Classroom presentation tips for group sessions and Module 8

Effective presentation will be accomplished by the instructor who:

- Speaks loudly enough to be heard. Ask if trainees can hear and watch facial expressions for cues that your class cannot hear.
- Speaks clearly and distinctly. Speak to the class, not to the blackboard, flipchart, or screen.
- Is enthusiastic. Maintain movement, voice inflection, drive, attitude, and excitement about your subject. Your enthusiasm will generate enthusiasm.
- Watches for feedback. Determine whether you are getting your points across.
- Uses appropriate humor. If you are sure that humor will fit a situation, use it; if not, do not use it. Never use humor just for the sake of humor; make sure it is relevant to the topic. Humor should never ridicule the trainees; it is safer for the instructor to ridicule himself/herself.
- Uses a variety of presentation methods. Do not lecture unless there is no other appropriate teaching method. If you must lecture, do not read the material word for word. Whenever possible, break your lecture up by asking questions, adding visuals, or getting student involvement.
- Maintains constant visual feedback. Monitor the class reaction. Are they staying alert? If not, why not? Are they responding at the proper places and with the correct answers? Do they appear bored? Are the people in the back row still with you?

Tips for evaluation

Evaluation is necessary for maximum effectiveness of a program. It is an attempt to determine whether or not the sessions met the established objectives. The evaluation can lead to a change of method or a change of content. It is done during a session as well as afterwards. An evaluation is completed no matter how many times a particular subject is presented.

In making the evaluation, consider:

Content - Did the material covered in the session meet the needs of the group? Did you have to change the material to meet the group's needs?

Method - Were the methods used the best ones for the subject and the group? Did they stimulate the individuals? Did the group have opportunities to see, hear, discuss, do?

Presentation - Was the material presented logically? Did you build on what was known? Were the objectives achieved?

Time - Were you able to present the material adequately in the allotted time?

Atmosphere - Was a friendly atmosphere established and maintained so that the participants were receptive to learning?

Additional questions to consider:

- Were the objectives achieved? To what degree? If not, why not?
- Were the students' expectations met? How do you know?
- What were some of the indications of changes in abilities, skills, or knowledge?
- What training methods worked well? Why? Which ones were not successful? Why not?
- Were the facilities and equipment satisfactory? How might they be improved?
- What improvements can be made in the material?
- Did everyone participate?
- Did you stimulate discussion?

ASK Levels for Cultural Resources Training

Module	1	2	3	4	5	6	7	8
FIELD OFFICE:								
District conservationist	2	4	4	4	3	4	3	4
Technician	2	3	3	4	2	3	2	3
Planner	2	3	3	3	2	3	2	3
AREA OFFICE:								
Area conservationist	3	4	2	3	2	4	2	3
Personnel providing technical assistance	2	4	3	4	3	4	3	4
RC&D coordinator	2	4	3	3	2	2	2	3
Engineers-techn./insptr.	2	3	2	4	3	4	2	3
Soil survey party leader	2	2	2	3	2	2	-	-
Project engineer	2	4	3	4	3	4	2	4
STATE OFFICE AND UP:								
Planning staff leader	2	4	2	2	2	2	2	-
Cultural resources coordinator	3	5	4	4	3	4	3	4
Cultural resources specialist	5	5	5	5	5	5	5	5
Geologist	2	3	2	3	2	2	2	3
Environmental specialist	2	4	3	3	2	2	2	2
Engineers (PL & OP)	2	3	2	3	2	3	2	2
Other disciplines (•)	2	2	2	2	2	2	2	-
State resource conservationist	2	4	2	2	2	3	-	-
Asst STC (WR and Prog)	2	3	2	2	2	2	-	-
State and deputy state conservationist	2	2	-	-	-	-	-	-
Other staff positions	2	2	-	-	-	-	-	-

- Economist, forester, hydrologist, biologist, range conservationist, soil conservationist, resource conservationist, agronomist, and community planner

ASK Levels:

- 1 – aware
- 2 – understand
- 3 – perform with supervision
- 4 – apply independently
- 5 – proficient—can train others

The listed ASK levels are the desired level of competency by individuals occupying the position indicated. ASK levels above 2 for Modules 1 through 7 are expected to be achieved by experience and additional training.

Geological, environmental, engineering, and other disciplines at the NTC level should achieve the same ASK level as the State position. All positions involved in ground disturbing site investigations should complete Module 8.

Module 1 - Cultural Resources – Why Are They Important?

Audiovisual: 10.54 minutes; Study Guide: 30 minutes

Objectives

This module explains what cultural resources are, discusses why they are important, and explains the reasons that SCS protects them. Upon completion of this module, the participant will be able to:

1. Define cultural resources,
2. Explain why SCS considers cultural resources in agency activities,
3. State SCS policy and identify the procedures SCS uses, and
4. List public benefits gained from protecting cultural resources.

ASK Level 2

Material required

Study Guide; video or slide/tape; and General Manual 420, Part 401.

NOTE: Modules 1 and 2 of this series are also included in the training series, "Conservation for New Employees." If trainees have completed this portion within the past 6 months, they may begin on Module 3 of this series.

Module 1 - Cultural resources –why are they important?

Optional Review Quiz

1. Cultural resources are all the past activities and accomplishments of people.
☐ True ☐ False
2. Cultural Resources range from a few flakes of rock to building foundations.
☐ True ☐ False
3. Only historic buildings need to be considered and protected during SCS operations.
☐ True ☐ False
4. Cultural resources are protected because they provide information on our past and help solve modern-day problems.
☐ True ☐ False
5. All Federal agencies are required to follow protection procedures.
☐ True ☐ False
6. The SCS policy considers cultural resources only after unexpected discoveries.
☐ True ☐ False
7. Information on past climates from prehistoric sites can assist planners and engineers in designing adequate water control structures.
☐ True ☐ False

Module 2 – Cultural Resources in the Planning Process

Audiovisual: 7 minutes; Study Guide: 40 minutes

Objectives

Cultural resources are among many resources SCS considers in conservation planning. This module explains how this can be done in five basic steps. By considering cultural resources early in planning, SCS saves time and money as well as the resource itself. Trainees should learn to plan early.

Upon completion of this module, the participant will be able to:

1. describe SCS authority and responsibilities for protecting cultural resources,
2. list the basic steps to be taken in protecting cultural resources, and
3. list sources of information and assistance.

ASK Level 2

Material required

Study Guide; video or slide/tape; CPA Manual; and General Manual 420, Part 401.

NOTE: Modules 1 and 2 of this series are also included in the training series, "Conservation for New Employees." If trainees have completed this portion within the past six months, they may begin with Module 3.

Module 2 – Cultural resources in the planning process

Optional Review Quiz

1. Building structures, land smoothing, and channel reshaping may harm cultural resources if present.
☐ True ☐ False
2. If a potentially harmful practice is not listed in the General Manual, you can forget about it.
☐ True ☐ False
3. A practice may be installed even if the work will harm a cultural resource if the resource is determined to be 'not significant'.
☐ True ☐ False
4. A significant cultural resource that cannot be avoided will require a mitigation plan to which the State historic preservation officer has agreed.
☐ True ☐ False
5. If nonproject technical assistance will adversely affect a resource, only the landowner decides what will be done.
☐ True ☐ False

Module 3 – Using Existing Information to Identify Cultural Resources

Audiovisual: 6.05 minutes; Study Guide: 30 minutes

Objectives

To protect cultural resources, it is essential to know where they are located. The approaches in this module provide ways to discover where known sites are.

Upon completion of this module, participants will be able to:

1. conduct a cultural resources review,
2. develop and maintain an information file for use in determining the presence of cultural resources, and
3. list agencies, organizations, and specialists who will assist in meeting of cultural resources responsibilities.

ASK Level 2

Material Required

Study Guide; video or slide/tape; National Register of Historic Places and available State listings; and General Manual 420, Part 401.

**Module 3 –
Using existing
information to
identify cultural
resources**

Optional Review Quiz

1. If your practice or project could affect cultural resources, you must find out if cultural resources are in the area.
___ True ___ False
2. Potential impact areas include construction areas, rights of way for equipment, and borrow pits.
___ True ___ False
3. The National Register of Historic Places is a complete listing of all cultural resources.
___ True ___ False
4. The National Register of Historic Places is important because it lists all known significant resources.
___ True ___ False
5. Old documents will not help in determining the presence of historic resources.
___ True ___ False

Module 4 — Identifying Cultural Resources in the Field

Audiovisual: 12.29 minutes; Study Guide: 55 minutes

Objectives

In addition to describing cultural (manmade) indicators of sites, this module emphasizes environmental features that can indicate the presence of cultural resources. The trainee must understand the concept of environmental indicators and the need to be able to recognize landforms/features in the field.

Upon completion of this module, the participant will be able to:

1. define a cultural resources survey,
2. explain when to conduct a cultural resources survey, and
3. identify and describe survey findings.

ASK Level 2

Material required

Study guide; video or slide/tape; optional artifact teaching kits for trainees who have never seen artifacts from sites; and General Manual 420, Part 401.

Module 4 — Identifying cultural resources in the field

Optional Review Quiz

1. A cultural resources survey is made because some resources may have been destroyed and existing information is not always reliable.
___ True ___ False
2. A cultural resources survey is conducted prior to every earth-disturbing agency action.
___ True ___ False
3. Cultural resources are always near a water source.
___ True ___ False
4. Soils of high soil fertility and productivity are likely locations for cultural resources.
___ True ___ False
5. The presence of only historic artifacts indicates that the site is too recent to be of any value.
___ True ___ False
6. Basically, prehistoric tools were made by chipping or grinding naturally occurring materials.
___ True ___ False
7. Historic artifacts are usually manufactured items similar to items we use today.
___ True ___ False
8. Identified cultural resources should be documented only when someone tells you to do so.
___ True ___ False

Module 5 — Evaluating Cultural Resources

Audiovisual: 9.32 minutes; Study Guide: 50 minutes

Objectives

Significant resources must be avoided or mitigated before proceeding with implementation of SCS activities. Resources which are determined to be not significant do not require further consideration. This module gives the trainee information on how cultural resources professionals conduct National Register of Historic Places significance evaluations.

Upon completion of this module, the participant will be able to:

1. define the National Register of Historic Places criteria,
2. list other information useful in determining eligibility for the National Register of Historic Places,
3. describe the process of determining National Register eligibility.

ASK Level 2

Material required

Study guide; video or slide/tape; optional case studies; and General Manual 420, Part 401.

Module 5 — Evaluating cultural resources

Optional Review Quiz

1. To be eligible for listing in the National Register of Historic Places, a resource must have integrity of location and association.
☐ True ☐ False
2. All cultural resources listed on the National Register are associated with nationally-famous people.
☐ True ☐ False
3. An SCS water control structure might now be eligible for the National Register.
☐ True ☐ False
4. Cemeteries, birthplaces, and religious properties are rarely considered to be eligible for inclusion on the National Register.
☐ True ☐ False
5. You should consult your cultural resources coordinator or cultural resources specialist to obtain a determination of National Register eligibility for an affected cultural resource.
☐ True ☐ False

Module 6 — Protecting Cultural Resources During Implementation

Audiovisual: 9.32 minutes; Study Guide: 40 minutes

Objectives

Carrying out mitigation plans and protecting new discoveries are fundamental to compliance with the law and preventing lawsuits and/or program delays. This module lists methods for mitigating adverse effects on cultural resources and ways to protect these cultural resources if they are discovered during construction.

Upon completion of this module, the participant will be able to:

1. identify SCS's responsibility for cultural resources during implementation/operations,
2. list some methods for mitigating adverse effects, and
3. list ways to protect cultural resources discovered during construction.

ASK Level 2

Material required

Study guide; video or slide/tape; IBM/AT&T PC; Digkit computer exercise; and General Manual 420, Part 401.

Module 6 — Protecting cultural resources during implementation

Optional Review Quiz

1. The best solution for dealing with a significant cultural resource is planned avoidance.
___ True ___ False
2. Planned avoidance is designing project or installation measures to avoid harming a cultural resource.
___ True ___ False
3. Early planning will never work in avoiding impacts to cultural resources.
___ True ___ False
4. Adversely affecting a significant cultural resource requires a mitigation plan.
___ True ___ False
5. Mitigation measures require excavation of the entire site.
___ True ___ False
6. The more expensive the mitigation plan, the better.
___ True ___ False
7. Quick action on avoidance and notification with accurate documentation will lead to a timely mitigation of a construction discovery.
___ True ___ False
8. Human burials and remains always require special handling procedures.
___ True ___ False

Module 7 – Regional Modules

The Early Americans— Regional History and Prehistory

The Early American video (included in this training package) is a component of the planned regional modules. It gives a broad overview of the prehistory of America. The video is 42 minutes long. There is no study guide or quiz for this video.

Regional modules are now being developed to give specific information about the history and prehistory of the area in which the trainee works. These modules will be distributed as they are completed.

Objectives

Upon completion of regional modules, the participant will be able to:

1. describe in general terms the cultural prehistory and history of the geographical area and to identify the marker artifacts for each,
2. list the major cultures in this geographical area and describe the marker artifacts for each,
3. describe the cultural setting and environmental indicators for the geographical area,
4. list the significant architectural and cultural features that are encountered or that potentially exist in the geographical area, and
5. list the major types of artifacts for each.

ASK Level 2

Note to Leader

For leader-led groups, consider using a guest speaker to cover history and prehistory of the area.

Module 8 – Cultural Resources Field Workshop

Workshop: 16 - 20 hours; A video reviewing modules 1 to 6 is part of the workshop.

Objectives

Upon completion of this workshop, participants will be able to:

1. locate and identify cultural resources in the field,
2. document the findings, and
3. integrate cultural resources considerations into conservation planning and resource planning processes.

ASK Level 3 with follow-up to attain level 4 for certain positions

Note to Leader

This module provides hands-on experience with cultural resources information, materials, and records in classroom session(s) and field exercise(s). The workshop emphasizes archeological sites and identification techniques and site indicators (artifacts, features, and environmental factors). This experience equips the participant to take cultural resources into account in conservation planning and resource planning, especially the Conservation Effects for Decisionmaking (CED) process, and to develop appropriate records of these actions.

See the following pages for detailed information about conducting field workshops.

Module 8 – Cultural Resources Field Workshop Guidance

Trainees participating in the field workshops must have completed Modules 1 through 7 of the Cultural Resources Training Series. This final, hands-on segment is critical to trainees' successful attainment of the series objectives.

Preparation and organization

The organization of field workshops should be coordinated with cultural resources coordinators and SCS State training officers. Schedule workshops when sufficient numbers of employees have completed Cultural Resources Training Series Modules 1 through 7 and with reference to the state's Cultural Resources Training Plan. Assistance with organization, policy and procedures, and technical content and instruction may be requested from the NTC cultural resources specialists through the directors.

Instruction in this module employs a wide variety of teaching methods and materials. Thorough integration of the principles of learning described elsewhere in this guide will help ensure that learning is maximized. Content and method are organized to provide information and concepts; develop skills by applying the information in contexts directly related to the trainee's responsibilities; reinforce and increase the knowledge and skill acquired; and allow evaluation and certification. Specific assignments are included to enable trainees to achieve the higher ASK level needed for some positions.

SCS leader

A leader (SCS Leader) should facilitate and coordinate this module as well as instruct certain portions of the agenda. The leader should be familiar with Modules 1 through 7 in addition to the material required for this module.

Expert instructor

A professional archeologist or historian who is familiar with the state's prehistory and history should be employed as an expert leader for the workshop. Consult with your NTC Cultural Resources Specialist, State Historic Preservation Officer (SHPO), or State Archeologist for a listing of qualified resource people who are also good instructors. A representative of the SHPO should be invited to observe and participate in any or all parts of the session.

Appendix 1 of this guide contains pertinent information for the Expert Instructor. Review the pages carefully and provide a copy to the Expert Leader when arranging for instructional services. The following items should also be given to the Expert Instructor:

- SCS General Manual 420, Part 401;
- Summary information on conservation and project planning processes;
- A description of conservation practices frequently used in the area;
- A sample conservation plan;
- SCS Cultural Resources Training Modules 1 through 7 (to be returned to SCS) and study guide; and
- The sample instructional outline.

Module purpose and objectives

The purpose and objectives of the field workshop are to enable the trainee to:

- recognize artifacts and assign them to one of several general classes,
- recognize landscape situations that have high potential for containing prehistoric and historic archeological sites,
- recognize and describe prehistoric and historic sites and to document them in assistance files or field diaries,
- identify alternative conservation practices to avoid impacting a site,
- describe what to do in case of a discovery during construction, and
- explain when to obtain assistance from cultural resource experts.

Site selection

Sites should be selected in consultation with the Expert Instructor. Site selection information for the Expert Instructor is included in appendix 1.

A classroom setting as well as field sites are required for the workshop. The following must be considered when choosing training sites:

1. The classroom should:

- be appropriate size for group,
- have screen and audiovisual projection equipment,
- have a teaching collection of artifacts (optional but strongly advised), and
- not be so plush that it would be marred by soil samples and unwashed artifacts.

Note: A location in a museum or university lab can add to the learning experience.

2. The field site(s) should:

- have landscape diversity (uplands, terraces, bottomlands) and be typical of where the trainees work;
- have areas likely to contain sites or that are known to contain sites;
- exhibit needs for conservation treatment or already have practices or installed projects;
- have both historic and prehistoric sites; and
- contain enough surface indicators for trainees to locate artifacts easily to discuss the effects of project implementation or the treatment of conservation problems on cultural resources.

Note: Optimal locations for the first exercise are fields containing known archeological and historic sites and installed conservation practices commonly used in the area; the former factor is the more critical of the two. Optimal locations for the second exercise are areas that are likely to contain archeological sites and that need some conservation treatment or have additional practices scheduled for installation. Also, at least one alternative location for each exercise should be arranged in case the operator is working the field or if site conditions prohibit practical use of the fields.

Permissions and curation

Consult with the area conservationist and district conservationist, landowner or operator (land manager if public or Indian land), Expert Instructor, and SHPO, as appropriate, to obtain permission for field sessions. Any collection or removal of archeological materials may be done only if they are properly collected, processed, cataloged, and curated. The SHPO, State archeologist, or NTC specialist can provide detailed guidance.

Field exercises on Federal, State, or Indian lands should not include collection or removal of any materials without the appropriate permits, permissions, and associated documents.

Be certain that the landowner understands the potential size of the group, that some trampling of plants may be inevitable, and that under normal circumstances (a non-training activity) only one or two SCS employees would be involved. Invite the owner and operator to participate in the exercise and to share the results with them.

Instructional content

A workshop outline example is included in this guide. It refers to the Module 8 summary audiovisual. This is a 12- minute program, summarizing Modules 1 through 7. It is available in 1/2-inch VHS video and in slide/tape. **Slide/tape is a better format for group settings.** Both formats may be borrowed from the NTC serving your area.

Core items indicated in the example outline should be included in the agenda and receive approximately the emphasis shown.

The SCS leader should instruct the procedural and policy sections of the instructional outline. This includes cultural resources policy and procedures and integration of them with the conservation planning processes.

The expert instructor teaches the technical portions of the workshop.

The SCS leader and the Expert Instructor should customize the workshops to fit an area—its topography, history and prehistory, conservation problems, and related characteristics.

Nontechnical readings and handout material enhance the workshop. Many of these will be provided by the Expert Instructor. They may be used as pre-course assignments and can be distributed to trainees ahead of the workshop to allow time for participants to study them.

Handouts should be used frequently at the workshop. These should be brief and cover important points of agenda items. Examples of handouts the SCS Leader might provide are worksheets and SCS forms.

The various instructional materials distributed at the workshop form a corpus of important future reference material. They should be selected or designed in part for this purpose. Trainees should assemble these materials into a three-ring binder.

Field exercise records—particularly the CPA-6 form (or state's equivalent) and attendant documentation, such as site reporting worksheets if used—should be completed in the field by all trainees. These materials are key documents for reference after the training.

All trainees should experience as many phases of the field exercises as possible. This can be accomplished by rotating participants through the various phases after a relatively short time at each task. If short cuts must be taken during the field exercises, participants should be made aware of what has been done and why. Supplement the shortcut versions with handouts in the classroom to elaborate on essential detail.

Often field exercises become nothing more than guided tours. Effective instruction requires that trainees be given opportunities to practice and apply the new skills and knowledge they are learning. As this field exercise is planned, give trainee-involvement high priority. One approach to consider is shown below.

Workshop leaders define problem tasks for the exercise appropriate for the workshop field site (see Site Selection). For example, a problem could emphasize avoidance of a cultural resource located during the planning work. Another problem could focus on a discovery situation that developed during installation. A third problem could focus on selection of alternative practices that would avoid adverse effects.

Workshop leaders divide trainees into teams and assign each team a problem task. Each team is guided by instructor or instructor-assistants.

Teams seek solutions to their problem tasks, implementing the conservation planning process from the beginning through installation of the practice. Teams conduct an inspection of the area to locate cultural resources. The instructor or assistant can provide information on the material identified and on the recording of the information.

Instructors coordinate activities, establish time limits, monitor progress, and provide quality assurance for the documentation. Each team should work through all problem tasks.

When teams have completed problem tasks, bring them together to discuss the problem tasks and solutions. Discussions should emphasize the following:

- when to get more technical help to handle the problem;
- alternative conservation solutions to the same problem;
- lessening effects to potentially or demonstrably significant cultural resources;
- quality assurance of the documentation; and
- cultural resource information that should be noted in the farm plan, conservation plan, or compliance plan (the latter in the context of FSA).

Note: *Data Security:* All site locations should be labeled "NOT FOR PUBLIC RELEASE" and are exempt from the Freedom of Information Act (FOI). All location site references should be blacked out on forms requested under FOI.

Tips for increasing trainee involvement

TIP 1. Sometimes trainees are reluctant to talk about new knowledge or are unsure of their new skills. Here is a technique to help trainees become involved in activities of the group, articulate and apply new knowledge, and practice new skills.

The Expert Instructor can use the technique to cover technical topics, and the SCS leader can use it to cover conservation planning and implementation topics. The instructor/leader asks a question of a trainee. After answering the question, the trainee then chooses another trainee to answer the next question. For example, Trainee A chooses Trainee H to answer the next question. Trainee H answers and chooses Trainee C for the third question. The cycle is repeated until a comfortable level of participation follows naturally. A rule of thumb is that the same person cannot be repeatedly selected to answer the questions.

TIP 2. There is a popular television show on public-supported channels that involves a moderator posing questions to a group of “experts” on a particular issue. The moderator changes the ground rules from time to time by having the “experts” change roles. For example an attorney might be asked to assume the role of a judge. Also, the moderator changes the face of the issue by adding a new variable. The point of this kind of exercise is to get people thinking and explore many facets of the general problem from diverse perspectives. There is no preconceived conclusion, nor is there one “right” solution. This concept could be adapted to the activities of the field exercise. For example, a trainee might be asked to assume the role of a State archeologist and explain the problem from that perspective.

Certification

The trainees in this session already have an interim certification for completing Modules 1 through 7. Notify the State training officer through channels of all participants who have successfully completed Module 8 at ASK level 3.

ASK level 4 is needed by employees in certain positions. These employees should be informed that to be certified at level 4 they must complete and submit three case files or conservation plans, demonstrating on form CPA-6 (or State equivalent) and other documents (maps, photographs, records of consultation with owner and cultural resources coordinator) that cultural resources have been considered. These should be part of ongoing job responsibilities.

The documents will be reviewed by the cultural resources coordinator who will advise the State training officer of whether or not the documentation is acceptable to certify that the employee has completed this aspect of Module 8. Assistance with the review may be requested from the NTC.

The trainee will be notified when the training has been certified.

Guidelines for certification at ASK level 4

- The cases must be real and consideration of cultural resources must clearly reflect conservation planning and application procedures, be procedurally correct, and be consistent with SCS policy.
- More than one employee in the same office may be providing assistance on the same action. When this occurs, a single case example may serve for each employee having an active role in the assistance.
- One of the cases may be derived from the field exercise portion of Module 8. Two of the cases must involve cultural resources actually present in the assistance area and must demonstrate how the potential effects of practices on these resources were avoided or treated.
- The three cases should involve different practices, settings, and landowners.

Module 8 — Cultural Resources Field Workshop

Instructional outline

This instructional outline lists the topics to be covered in field workshops and shows the approximate time allotments for each topic. Adhering to the outline will result in a sufficient level of instruction and variety of activities to allow trainees to meet the objectives of the module and attain ASK level 3.

All main topical headings are essential to the training. Subtopics identified by ➡ are core skills and knowledge that should be discussed to ensure that all trainees receive similar program instruction. Other topics are integral elements of the training, but time allotments may vary to meet the needs of the particular area, types of cultural resources, or previous training and experience.

The SCS Leader and Expert Instructor should collaborate on developing an agenda from this outline. Lesson plans for the Module 8 workshop session should be developed from this outline; however, topics may be rearranged in a sequence appropriate for workshop logistics. The NTC specialist in your area can assist you with this task and provide sample agendas.

I. Introduction

Review purpose and objectives of the workshop

1/4 hour; SCS Leader; handouts

A. Identifying/locating cultural resources in the field

1. Recognizing artifacts and assignment to type class
2. Recognizing landscape situations that have high potential to contain unknown archeological sites
3. Describing archeological sites and documenting assistance files
 - a. Make pertinent field observation
 - b. Document observations on appropriate forms and worksheets
 - c. See potential for incorporating inventory information into beneficial data bases
4. Integrating cultural resources considerations into conservation and resource planning, implementation, and project construction
 - a. Determine when a higher level of technical skill is needed
 - b. Identify alternative practices to minimize or eliminate adverse effects on sites

II. Review of previous training

1/2 hour; SCS Leader

- ➡ A. Viewing slide/tape module summarizing previous modules (unless Module 8 training is conducted at the same time as Modules 1 through 7)
- B. Discussing questions raised by trainees on SCS cultural resources policy

III. Basic concepts and definitions of cultural resources

3/4 hour; Expert Instructor, teaching collection and handouts;
pre-workshop reading optional but strongly advised

- A. Artifacts, archeological sites, cultures
- B. General artifact classes, function
- C. Site types, settlement patterns

IV. Culture-history of the area

1 3/4 hours; Expert Instructor, teaching collection, handouts;
pre-workshop readings optional but strongly advised, optional field trip to local museum in lieu of classroom

- A. Prehistoric cultures and artifacts, cultural periods
- B. Historic cultures and artifacts, cultural periods
- C. Importance of local cultural resources
 - 1. Values served
 - 2. Information and future knowledge
 - 3. Non-renewable resources
 - 4. Rate of destruction and causes
 - a. Looting
 - b. Erosion

V. Managing cultural resources

1 hour; Expert Instructor or SHPO representative; handouts

A. State historic preservation program

- ➡ 1. Structure and organization
- 2. State historic preservation plan Study units applicable to SCS work in the region of the training
- 3. Inventory program
 - ➡ a. Unevaluated resources
 - b. National Register of Historic Places

➡ B. State Legislation pertaining to SCS handling of cultural resources (e.g. human remains, permits)

➡ C. SCS-SHPO procedures and communication (role of field office, area office, State office, SHPO)

➡ D. Guidelines for documenting SCS nonproject and project actions

VI. Field office cultural resources management and Technical Guides

1 hour; SCS Leader; handouts

- A. Position of cultural resources in National Planning Manual (brief summary)**
- B. Position of cultural resources in FOTG (brief discussion, handouts, if appropriate)**
 - 1. Section I**
 - a. Appropriate maps, data base**
 - b. Protection of cultural resources data**
 - 2. Section V - CED process**
 - 3. Future data base options**
 - a. Documentation in CAMPS**
 - b. Field Office Cultural Resources Management (FOCRM)**
 - ➡ **4. Protection of cultural resources data in field office**
 - ➡ **a. Freedom of Information Act**
 - b. Department of Interior Guidelines-Bulletin 29**
 - c. SCS-USDA directives on security of data bases**
 - 5. Field office reference book (optional)**
 - 1/2 hour; SCS Leader or Expert Instructor**
 - a. Assemble workshop materials into useful order**
 - b. Create table of contents**
 - c. Describe use of the materials as a future reference**

VII. Finding and documenting cultural resources in the field

1 hour; classroom, Expert Instructor, handouts

- ➡ **A. Effects of plowing on artifacts, sites**
- B. Landscape and soil indicators of site potential**
 - 1. Landforms, landscape change, erosion and site burial**
 - 2. Erosion phase and pH effects on preservation potential**
- ➡ **C. How to look (site locating techniques)**
 - 1. Transects to cover area of physical disturbance**
 - 2. Alternative ways for field office use (soil coring or shovel test pit—actual demonstration in field is optional)**
- D. What to look for (region-dependent)**
- E. Field protocol**
 - 1. Private and public property rights**
 - 2. Collection/removal of artifacts**
 - 3. Landowner permission, curatorial arrangements**

VIII. Field procedure (Field Exercise I) —Required

- ➡ 3 1/2 hours in field, including travel; Expert Instructor, SCS leader, and assistants; handouts of maps, photographs, worksheets, forms, instructions. Application of previous concepts from classroom session.

A. Field protocol - reminder

B. Conduct field inspection of several areas or sites

1. Why sites are and are not visible

- a. Influence of cover type or amount on site visibility
- b. Previous collecting
- c. Site burial
- d. Indicators of site locations
 - (1) Landscape factors
 - (2) Cultural factors

➡ 2. What to look for in the field

- a. Training the eye
- b. Artifact appearance in differing field conditions
- c. Examining the area of physical disturbance

3. Documentation in field (Expert Instructor and SCS Leader cover these subtopics for the whole group.)

- a. Maps, aerial photographs, ground photographs, notes
- ➡ b. SCS CPA-6 (or State alternative), short site form, optional worksheets by SCS/SHPO (reference study guide)
- c. Future methods (optional)

C. Principles and examples of cultural resource integrity in a field setting

1. Review concept of integrity

➡ 2. Types of integrity situations

3. Materials and workmanship

D. Surface indicators of potential integrity

- 1. Soil erosion phase, soil pH
- 2. Size and class of fragile artifacts at surface (shell, pottery, bone)

E. Why sites in region are significant

- 1. Related to National Register criteria
- ➡ 2. Important questions, relationships to State preservation plan
- ➡ 3. Degree or kind of integrity needed for significance

IX. Field Exercise II

Approximately 4 hours, depending on schedule and including travel time; Expert Instructor, assistants, SCS Leader; use team approach; handouts (note: cultural resources concerns should follow the conservation planning process in the National Planning Manual as closely as possible.)

➤ A. Applying cultural resource concerns

1. Review conservation objectives
2. Utilize cultural resources inventory data

B. Implementation of conservation planning process and cultural resources concerns from beginning through installation of practice

➤ 1. Field survey planning area

➤ 2. Analyze effects of proposed conservation practice(s)

3. Review alternatives to avoid or protect resource and achieve conservation objectives
 - a. Implement process to assess significance when resource cannot be avoided
 - b. Refine alternative to avoid or lessen effect on significant resources
4. Make decisions on alternatives
 - a. Implement RMS or Acceptable Management Systems (AMS) concepts
 - b. Devise mitigation measures on significant resources to achieve RMS or AMS goals
 - c. Protect sites discovered during installation

C. Document actions and decisions

1. Record in CPA-6 and/or other forms as appropriate
2. Incorporate alternative actions
3. Document cultural resources in case file

X. Summary discussion and certification

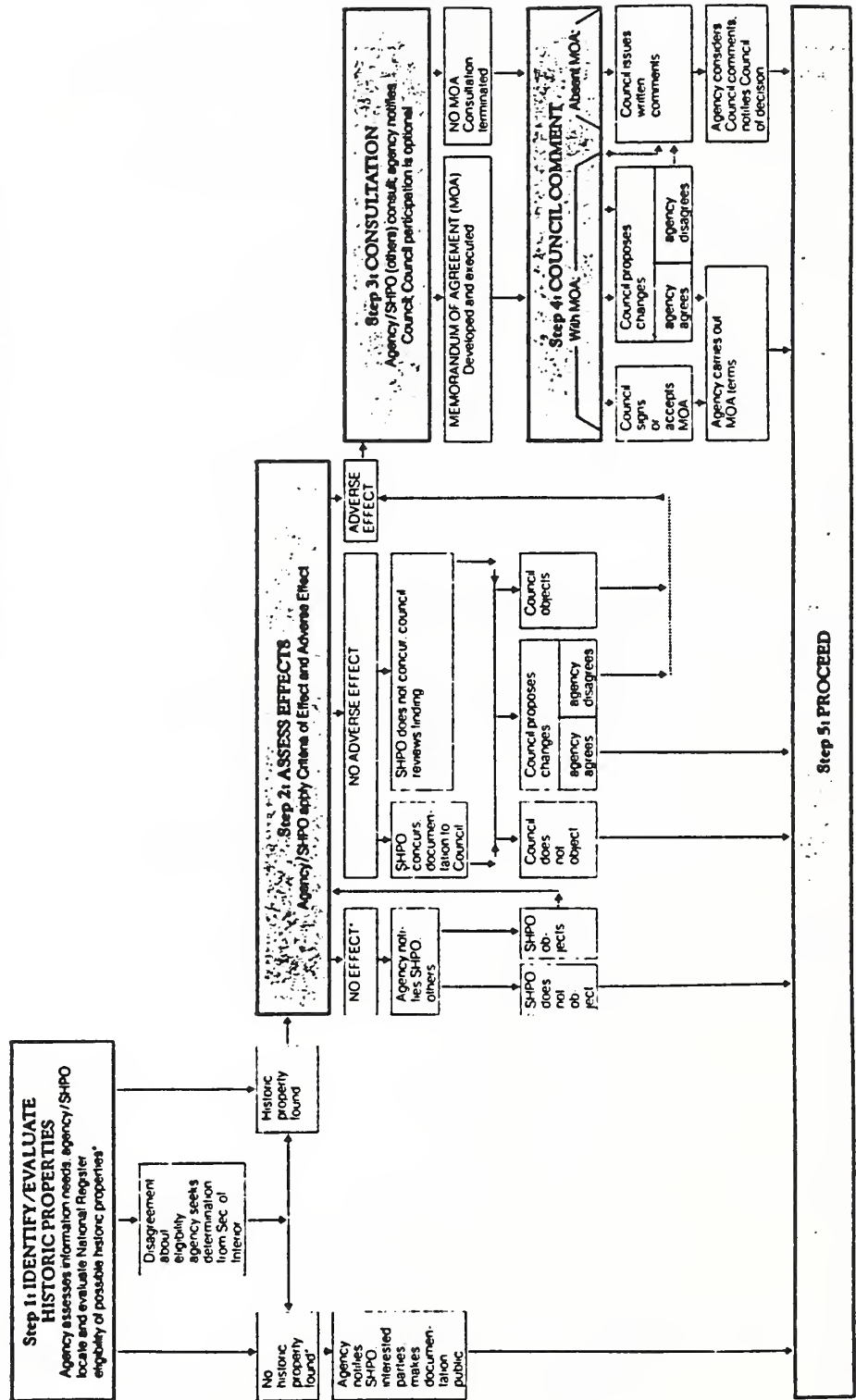
WORK SHEET ON PREHISTORIC CULTURAL SEQUENCE ALONG THE CENTRAL WABASH VALLEY

CULTURE PERIOD	B.P.	POINT TYPES	CULTURES
Mississippian &	500		
Late Woodland	1000	Pentagonal, Trianguloid	Vincennes & Albee Cultures
	1500		
Middle Woodland	2000	Low Flared Stem	Allison-LaMotte Culture
		Snyders/Affinis Snyder	Havana Tradition Culture
	2500		
Early Woodland		Adena, Robbins	Crab Orchard Trad. Culture
	3000		
Terminal Archaic		Riverton	Riverton Culture
	3500		
	4000		
Late Archaic		Turkey Tail, Etc.	Red Ocher Culture
	4500		
	5000	Matanza-Karnak-Big Sandy, etc.	French Lick Phase Culture
	5500		
	6000	Matanza-Big Sandy, etc.	Bluegrass Phase?
	6500		
Middle Archaic			
	7000		
	7500		
	8000		
Early Archaic			
	8500		
	9000	Bifurcate, Kirk, Thebes Traditions	?
	9500		
	10000		
	10500		
Paleo-Indiana		Fluted Point Tradition	
	11000		
	11500		
	12000		

THE SECTION 106 PROCESS DIAGRAMMED

BASIC STEPS OF THE SECTION 106 REVIEW PROCESS

This flow chart plots the major steps of Section 106 review.
For complete details, refer to the regulations at 36 CFR Part 800.



*Public may request Council review of agency's findings at these points

United States Department of Agriculture
Soil Conservation Service

NE-SSC-1
1/87

Historic/Archeologic
New Site Report

County _____

Date _____

Site Finder _____

SCS Contract _____

_____ Field Office

I. Site Identification

A. Legal Description _____

B. Owner or Tenant _____

Address _____

Phone _____

C. Current Land Use _____

II. Site Description

A. Surface size of site _____ () acres () square feet

B. General type of site (Check one or more)

- | | |
|--|--|
| <input type="checkbox"/> surface scatter | <input type="checkbox"/> cut bank |
| <input type="checkbox"/> mound/other earthwork | <input type="checkbox"/> visible structure |
| <input type="checkbox"/> other: _____ | |

C. Artifacts (Check one or more)

- | | |
|---|---|
| <input type="checkbox"/> projectile points | <input type="checkbox"/> rock chips/fragments |
| <input type="checkbox"/> pottery fragments | <input type="checkbox"/> charcoal/fire debris |
| <input type="checkbox"/> crockery, earthenware, | <input type="checkbox"/> bone |
| concrete, cut rock, glass | <input type="checkbox"/> other: _____ |

D. Amount of material (Check one)

- ☐ sparse: only occasional artifact present on surface
- ☐ moderate
- ☐ dense: numerous artifacts visible from any spot on the site

E. Is the site on ground which has been disturbed by past or present human activity (i.e., cropping, urban, roadway, etc.)? Yes No

F. Were representative artifacts collected (optional)? Yes No

Continued

Conservation Assistance Notes

1A-CPA-15

Soil Conservation Service

1-86

Land user	Planning area		
	Fields or CTU's	Acres	
Check appropriate item	Not present	No adverse impact	Adverse impact
Pipeline present Yes No	_____	_____	_____
Wetlands	_____	_____	_____
Flood plains	_____	_____	_____
Cultural resources	_____	_____	_____
Threatened and endangered species habitat	_____	_____	_____
Natural areas	_____	_____	_____

Reference: (1) National Conservation Planning Manual, Iowa Amendment #6, and (2) General Manual, Title 190, Part 410, Subpart B, Related Environmental Concerns

Notes of significant assistance provided may be recorded chronologically below and on additional papers to provide a history of resource conservation planning and implementation activities with the land user. Items needing followup should be identified. Evaluations of significant social, cultural, or environmental resources should be recorded.

[illegible]

Conservation Assistance Notes

SCS-CPA-6

Soil Conservation Service

8-80

User Gerald Ryan	Address Route 1 Box 11 Dewitt Any State	Acreage 240 acra	Location of unit Field 2—43
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Current Conservation objectives *Install basic conservation system to control erosion to meet FSA requirements.*

Notes of significant assistance provided, alternatives considered, decisions reached, resource management systems or component practices installed, and followup provided may be recorded chronically below and on additional pages to provide a history of resource conservation planning and implementation activities with the land user. Include an evaluation of significant social, cultural, economic, and environmental resources. (These include consideration of wetlands, flood plains, endangered species, archeological values, and prime lands.)

Date	Assisted by (Initials)	Notes
3-20-91	R.T.	Telephone request for follow-up planning.
3-21-91		Farm section has code for known cultural resource site. Checked location with CRC in SO; no known sites on this farm.
	G.B.	Walked fields 1-3 with Ryan. He pointed out a possible Indian mound in trees south of field 2; doesn't want disturbed. Knows of no other sites on farm.
		Residue management should be adequate in fields 1 and 3. WASC OB need in northeast corner of field 2.
		2 areas in field 2 with flint chips, cracked rock, and maybe burned bone (A&B on air photo) A is ideal for WASC OB placement.
		Avoid disturbing site area A. More WASC OB close to trees on southside field 2. Avoid taking fill from east side of berm. Ryan agreed that his operation would not be affected by this rearrangement.
3-24-91		Noted new resource sites on office base map of cultural resources. Copied air photo, sketch, noted, and sent to CRC.

CONSERVATION PLAN MAP

Owner _____ Operator _____

County/Parish _____ State _____ Date _____

Approximate Acres _____ Approximate Scale _____

Cooperating with _____ District _____



Plan Identification _____ Photo Number _____

Assisted by _____ USDA Soil Conservation Service



SOIL MAP

Owner _____ Operator _____

County/Parish _____ State _____ Date _____

Soil Survey Sheet(s) or Code No.(s) _____ Approximate Scale _____



Prepared by U.S. Department of Agriculture, Soil Conservation Service Cooperating
with _____ Conservation District



Appendix 1: Expert Instructor Packet

Module 8 – Field Workshop

Module purpose and objectives

The purpose and objectives of the field workshop are to enable the trainee to:

- recognize artifacts and assign them to one of several general type classes,
- recognize landscape situations that have high potential to contain prehistoric and historic archeological sites,
- recognize and describe prehistoric and historic sites and document them in assistance files or field diaries,
- identify alternative conservation practices to avoid impacting a site,
- describe what to do in case of a discovery during construction, and
- explain when to obtain assistance from cultural resource experts.

Concepts

Field sessions and lectures must:

- focus on archeological prehistoric and historic resources with minimal attention to theoretical constructs,
- orient the classroom and field session presentations to the area where the training is held,
- keep jargon to a minimum and provide handouts with technical definitions,
- include opportunities for trainees to see and handle and understand the use of a broad spectrum of artifacts, and
- stress the ways that landscape and sites are interrelated.

Training materials

Nontechnical readings and handout material enhance the workshop.

Readings covering critical agenda topics should be relatively brief and pertinent to the area but should provide more detail than can be covered at the workshop. Give copies to your SCS contact early enough for duplicates to be made and distributed to participants for study. Suggested topics are landscape change or characteristics in relation to archeological sites; an overview of the culture history of the area; and archeological methods or techniques that will work well in the area. These materials should be referred to frequently at the workshop and should serve as reference material after the training.

Handouts should be used frequently at the workshop. These should be brief and cover important points of agenda items. Suggested topics are illustrations of common artifacts in the area; example worksheets, forms and charts; and definitions.

Information about popular topics such as stone tool making; pottery making and decoration; specific sites or the age of the oldest cultures in the area; other organizations in the region that promote the conservation of cultural resources; the ways archeologists use information to interpret past behavior; and amateur archeological societies can be used to enhance the training experience.

A teaching collection of artifacts for the area will be useful. A broad spectrum of prehistoric and historic period artifacts should be included. Emphasis should be on the kinds of artifacts and materials likely to be encountered in the training area.

Instruction

Each trainee should be given opportunities to participate in all field exercises and receive individual instruction in task performance. If short cuts must be taken during the field exercises, participants should be made aware of what has been eliminated and why.

Field exercise records (particularly the CPA-6 form or state's equivalent) and attendant documentation should be completed in the field by all participants. This material is a key document for reference after the training.

Structural requirements

The portion of the workshop for which you are responsible is scheduled to be approximately 12 hours long, divided between two days. There will be two field sessions of approximately 4 1/2 hours each, including travel time, supplemented by lectures on culture history and site identification/ recognition and recording.

A sample instructional outline is enclosed for your use. Note that items ➡ are required (core) items.

Site selection

In selecting locations for the classroom and field training, you must consider the following:

The classroom should:

- be appropriate size for group,
- have screen and audiovisual projection equipment, and
- not be so plush that it would be marred by soil samples and unwashed artifacts

The field site(s) should:

- have landscape diversity (uplands, terraces, bottomlands) and be typical of employees' work environment,
- have areas likely to contain sites or that are known to contain sites,
- exhibit needs for conservation treatment or already have practices or installed projects, (Check with the SCS contact on the locations you are considering.)
- have both historic and prehistoric sites, if they are accessible, and
- contain enough surface indicators for trainees to easily locate artifacts to discuss the effects of project implementation or the treatment of conservation problems on cultural resources

Optimal locations for the first exercise are fields containing known archeological and historic sites and having installed ground disturbing conservation practices commonly used in the area. The former factor is the more critical of the two.

Optimal locations for the second exercise are areas that are likely to contain archeological sites and that need some conservation treatment, have additional practices scheduled for installation, or are likely project sites (dam sites, channel locations).

At least one alternative location for each exercise should be arranged in case the operator is working the field or if site conditions prohibit practical use.

Inform the SCS contact of your proposed classroom and field site locations well in advance of the workshop dates so that SCS can obtain owner permission and make arrangements for curation of any artifacts which will be collected.

Background information items

The following are provided for your use:

- SCS General Manual 420, Part 401;
- summary information on conservation and project planning processes;
- a description of conservation practices frequently used in the area;
- a sample conservation plan;
- SCS Cultural Resources Training Modules 1 through 7 (to be returned to SCS); and
- the sample instructional outline and agenda.

Please feel free to contact the SCS for any additional information you may need.

Appendix 2: Audiovisual scripts

Module 1 —Cultural Resources - Why Are They Important?

1. SCS logo
2. Module 1, Cultural Resources — Why are They Important?
3. Our cultural heritage is written across our land in the traces left behind by people of the past.
4. These traces of history are cultural resources. They are unique time capsules, providing us with valuable information on how people lived, and how environments changed.
5. Because cultural resources are fragile and nonrenewable, we need to make sure that we don't inadvertently destroy them during conservation activities.
6. This training series will enable you to identify and to protect cultural resources.
7. After completing this module, you will able to define cultural resources;
8. describe why SCS considers cultural resources to be important;
9. state SCS policy and identify what procedures SCS uses in considering cultural resources; and
10. list public benefits gained from protecting cultural resources.
11. Cultural resources are all the activities and accomplishments of people throughout time.
12. They include sites, buildings, objects, and traditions that have scientific, historical and cultural value.
13. The most obvious cultural resources are archeological sites,
14. historic buildings of architectural merit,
15. and structures that represent glimpses of bygone days.
16. Cultural traditions, folkways, dance forms, and other less tangible resources are also considered as cultural resources; however,
17. SCS is primarily concerned with archeological and historic sites, buildings, structures and objects. These kinds of cultural resources are often referred to as historic properties.
18. Because of the unique value of these resources,
19. Congress has passed several laws protecting them from destruction.
20. The most important law is the National Historic Preservation Act of 1966. It created the legal basis for the way in which we consider cultural resources.
21. The Advisory Council on Historic Preservation, established by this law, has published regulations called
22. the "Protection of Historic Properties". Federal agencies use these regulations to consider the effects of their activities on important cultural resources.

23. It is the policy of SCS to protect significant cultural resources in all its activities, by
24. identifying and making plans to protect resources early in the planning phases of assistance activities;
25. preserving resources in their original place to the fullest extent possible, and developing alternatives to lessen harmful impacts that cannot be avoided;
26. informing participants about the importance of the cultural environment and providing training to all field personnel; and
27. working with local, State and Federal authorities as well as the public to ensure the best way to conserve our nation's heritage.
28. Specific procedures for implementing SCS policy are in General Manual 420, Part 401. This covers conservation operations, projects, and discoveries during construction.
29. But, the reasons to protect them go well beyond laws and regulations. Cultural resources provide valuable information, education, and economic benefits, and they contribute to our quality of life.
30. These benefits have applications in history, science, technology, rural development, tourism, and resource conservation.
31. Cultural resources provide us with information on the causes of conservation problems and solutions to those problems.
32. Ancient deserted cities teach us about the failure of many civilizations due to the depletion of soil and other resources.
33. For example, the prehistoric town of Cahokia in Illinois was a bustling town and ceremonial center with many thousands of people 600 years ago.
34. But because of resource depletion and the possible pollution of its water supply, it was abandoned. Today only traces of this once great city remain.
35. Most of today's conservation practices are the result of past successes and failures. Some modern conservation systems are actually enhancements of prehistoric ones.
36. In Arizona, prehistoric canals are still used in major irrigation systems.
37. A prehistoric technique of water catchment is being used to help land users in New Mexico.
38. Combining the ancient catchment technique with modern systems provides land users with needed water at half the price of installing a conventional well and windmill.

39. Archeological sites provide a much longer history of environmental change than do historical records. They are a source of climatic and ecological information not available otherwise.
40. Animal and plant remains and soil deposits provide a rich source of information about past environments, including rainfall and water-flow patterns.
41. Better water-control structures are designed using these long-term data.
42. The rate and nature of soil formation are often studied at archeological sites because of the unique dateable materials contained in the sites.
43. Soil changes caused by human activity are also evident in archeological sites.
44. In some places, the darker soil is the result of people using an area very intensively. Their activity added large amounts of organic material to the soil, thus making the soil darker and changing its composition.
45. Soil scientists can more accurately identify different soils when they are aware of these changes.
46. Erosion processes can be documented for thousands of years using archeological data.
47. For example, changes in the State of Maryland's shoreline were reconstructed with archeological data and used for coastal zone management and shoreline stabilization projects.
48. Geomorphology, the study of landscape and soil changes, uses information from archeological sites to analyze erosion processes.
49. SCS scientists are investigating landscape changes as part of the cultural resource survey in western Iowa.
50. Better construction sites are being identified using information from this study.
51. The ecology of prehistoric animal populations and the way changes in climate affect them are learned from archeological sites.
52. In the original species of domesticated plants, which were first identified in archeological sites, are now being cross-fertilized with modern plant varieties,
53. such as corn, to develop better disease-resistant varieties.

54. Rural development programs benefit from cultural resources in many ways.
55. Rehabilitation of historic buildings in downtown areas often provides the impetus for downtown revitalization.
56. Studies have found that rehabilitation of existing buildings consumes 45 percent less energy and 50 percent less capital than building new structures.
57. In addition, spending a million dollars on new construction creates 70 jobs, while spending one million dollars on rehabilitation creates 109 jobs.
58. Such rehabilitation projects often help to protect farmland by encouraging better use of buildings within communities
59. rather than constructing new buildings on farmland.
60. Cultural resources often provide opportunities for recreation and tourism.
61. An historic railroad line provides a popular biking and hiking trail.
62. Our nation's tourism industry depends on such national landmarks as Mt. Vernon.
63. and Mesa Verde National Park.
64. Improvements in modern technology have resulted from
65. experiments in stone tool technology. Experiments have found that
66. obsidian blades, similar to those used in prehistoric societies, are much sharper and smoother than steel blades. They are now being used by surgeons in delicate operations.
67. Cultural resources provide information on our history.
68. A significant 10,000-year-old archeological site was discovered by SCS in Oregon. It has contributed new information on the early people of America.
69. Protecting cultural resources should not hinder SCS activities, but neither should SCS needlessly destroy these resources from which we all benefit.
70. The Federal government protects cultural resources because the spirit and direction of the Nation are reflected in and founded in its historic past;
71. and, because cultural resources are nonrenewable and enrich our lives with cultural diversity.
72. People want an opportunity to see,
73. touch, and understand the past.
74. In protecting our soil and water resources, we must remember to protect those other resources that benefit us all.
75. Please stop the tape and turn to Module 1 in the study guide.

Module 2 — Cultural Resources in the Planning Process

1. SCS logo
2. Module 2, Cultural Resources in the Planning Process
3. Cultural resources are one of the many resources SCS considers in conservation planning. The process we use to consider them
4. is in General Manual 420, Part 401.
5. After completing this module, you will be able to describe SCS authority and responsibilities for protecting cultural resources,
6. list the steps to be taken in protecting cultural resources, and
7. list basic sources of information and assistance.
8. When planning a conservation practice or project, you first need to find out whether the action could affect a cultural resource.
9. A list of practices that have the potential for adversely affecting cultural resources is in General Manual 420, Part 401, Section 20.
10. Those practices usually result in a direct physical change on a specific site, such as land smoothing.
11. If the action will not cause a physical change that might affect a cultural resource,
12. document your decision in the environmental assessment and proceed with the assistance.
13. Most conservation tillage practices, for example, do not affect cultural resources.
14. If the practice could affect a cultural resource, then you need to find out if there are any cultural resources located in the planning area. How do you find out?
15. You check the cultural resource information file in your office. It should include local listings from the National Register of Historic Places;

16. State register of historic places;
17. and other sources of information which you will learn about in Module 3, Using Existing Information to Identify Cultural Resources.
18. From these sources, you can determine whether cultural resources exist or are likely to exist in the planning area; that is, the area where the practice might cause an environmental effect.
19. If you determine that cultural resources are likely to exist in a planning area, how do you find out exactly where they are?
20. You find them by conducting a cultural resource survey, that is, a systematic field examination of the area to be affected. Information on how to conduct a survey is provided in Module 4, Identifying Cultural Resources in the Field.
21. If a survey reveals no cultural resources in the planning area,
22. record that determination in the environmental evaluation or CPA-6 form and proceed with the practice.
23. If evidence of a cultural resource is found in the planning area, what action do you take?
24. First, try to design the practice to avoid the cultural resource, or recommend an equivalent practice that would not affect the cultural resource,
25. like establishing vegetative cover rather than terracing.
26. The cultural resource should be evaluated to determine its significance when the other two courses of action are not feasible. A cultural resource is significant if it meets the criteria of the National Register of Historic Places.
27. Your SCS State cultural resources coordinator will help you in determining significance. Further information on the subject is in Module 5, Evaluating Cultural Resources.
28. If a cultural resources specialist determines that the resource is not significant,

29. document the decision and reason for the determination in the environmental evaluation
30. and proceed with the practice.
31. If a cultural resources specialist determines that the cultural resource is significant,
32. determine if the practice will adversely affect it.
33. An adverse effect occurs when there is damage to the resource's significant historic, architectural, or archeological values that qualify it for the National Register. If the effect will be adverse,
34. work with your supervisor and SCS State cultural resources coordinator to develop mitigation alternatives to eliminate or reduce the adverse effects.
35. Mitigation alternatives might include archeological data recovery, protection measures, or historic research and documentation. Such alternatives are described in Module 6, Protecting Cultural Resources During Implementation.
36. Nonproject technical assistance activities may proceed after agreement between the land user, SCS, and the State Historic Preservation Officer on the mitigation alternative.
37. If no mitigation alternative can be agreed on or implemented, review alternatives with the land user to determine the course of action that achieves the greatest public benefit.
38. If protecting the cultural resource provides greater public benefit than providing the conservation assistance, SCS should not proceed with the assistance. The decision can be made in consultation with your supervisor and SCS State cultural resources coordinator.
39. For project activities, mitigation measures will be developed by the SCS State cultural resources coordinator
40. according to the General Manual 420, Part 401.7.
41. The responsibility to protect significant cultural resources doesn't end when you have completed your conservation plan.

42. There is always the possibility that new cultural resources will be uncovered at the site.
43. That situation can be easily handled after you complete Module 6, Protecting Cultural Resources During Implementation.
44. The procedures we follow are required by Federal historic preservation laws. But there are other considerations as well.
45. For one thing, some States have historic preservation laws. You should ask your SCS State cultural resources coordinator if any exist in your State.
46. You should also be aware of special Federal agency regulations and laws pertaining to Federal lands.
47. SCS recognizes that cultural resources are an integral part of our national heritage and require careful consideration in our programs. In this module you have learned SCS policy regarding cultural resources and the basic steps for protecting these resources during planning.
48. This concludes Module 2, Cultural Resources in the Planning Process. Please stop the tape and turn to Module 2 in the study guide.

Module 3 — Using Existing Information to Identify Cultural Resources

1. SCS logo
2. Module 3, Using Existing Information to Identify Cultural Resources.
3. Do you know where the cultural resources are in your area?
4. If you don't, how do you find out?
5. After completing this module, you will be able to conduct a cultural resources review,
6. develop and maintain an information file for use in determining the presence of cultural resources, and
7. develop and maintain contacts with cultural resources organizations, historians, other agencies, and land users.
8. When you start planning a conservation practice or project, determine whether the planned action may affect a cultural resource.
9. Practices that may affect a cultural resource are listed in General Manual 420, Part 401.20. They include most activities that modify the land.
10. If a proposed practice or project could affect a cultural resource, determine if there are any cultural resources in the area.
11. To do this, you conduct a cultural resources review. The cultural resources review is an examination of current information to identify cultural resources that are, or may be, in an area to be affected by an assistance activity.
12. It is conducted as part of the environmental evaluation.
13. The National Register of Historic Places, published annually in the Federal Register, is an important information source. It is a national list of significant cultural resources. But unfortunately not all cultural resources sites are known, so it is not a complete list.
14. So, you also need to check other sources, especially the State Historic Preservation Office register and any county and local registers.

15. These lists should be in your office. If you don't have them, ask your SCS State cultural resources coordinator for copies and help. Unpublished information can also be obtained
16. from the State Historic Preservation Office;
17. State archeologist, historian and archivist;
18. university archeologists;
19. archeological and historical societies; and other appropriate individuals or organizations.
20. Published references, such as county history pamphlets and archeology and history books, can provide useful information on the history of the area and can usually be obtained from your local library.
21. Environmental impact statements and survey reports are also useful sources. They often document the general history of the area in addition to locations of cultural resources and the places where surveys have been conducted.
22. You may be able to use cultural resource maps prepared by the State historic preservation office, land-managing agencies and development companies.
23. Interviews with present and past land owners and land users are other good sources of data,
24. as well as old photographs and records of local historical and archeological societies.
25. Aerial photos may provide clues. Sometimes they reveal old roads, railroads, mines, wagon trails, and Indian burial mounds and villages.
26. Don't forget the museums and their curators and staff for more good information.
27. Newspapers provide the latest information on new finds.
28. Other beneficial activities include attending meetings of local historical and archeological societies, subscribing to their newsletters,
29. and maintaining contacts with various Federal, State, and local agencies. Your SCS State cultural resources coordinator can help you with these contacts.
30. Checking all these sources may be difficult for every action. So it helps if you develop an information file for your office.

31. Developing an information file is the best way for you and your co-workers to keep up-to-date on where all the important cultural resources are in the area. The file should be maintained in every field and planning office. It should include the National Register and any State registers.
32. The most useful information is a map of resource locations. By plotting the locations of cultural resources on a local map, you will have most of your work done.
33. If you check your map and find out that a cultural resource may be in the area of a planned conservation practice, but you're not certain where it may be, you need to conduct a cultural resources survey.
34. You will learn how to do that in Module 4, Identifying Cultural Resources in the Field. Now let's review what we have learned in this module.
35. First, what information can you gather to develop an office cultural resources information file?
36. You can use the National Register of Historic Places;
37. State, County, and local registers;
38. history and archeology books; and
39. Environmental Impact Statements.
40. Other good sources of information are: land users and historical or archeological societies.
41. What is a cultural resources review?
42. It is an examination of current information to identify cultural resources that are, or may be, present in an area to be affected by SCS assistance activity.
43. When should a review be conducted?
44. Whenever a proposed practice or project might affect a cultural resource.
45. Identifying available sources of information is an important step in the protection of our cultural heritage. Please stop the tape and turn to Module 3 in the study guide to review and complete this module.

Module 4 — Identifying Cultural Resources in the Field

1. SCS logo
2. Module 4, Identifying Cultural Resources in the Field
3. Local legends recount the story of colorful activities at the old trading post just outside of a town in your area
4. and about the Indian village nearby.
5. But, the trading post burned down 90 years ago. And, the Indians no longer live there.
6. There are no written records of the trading post. And there are 10 different stories of where the Indians lived.
7. Now a land user has asked your assistance in planning a pond in one of the possible site areas.
8. How do you find out if one of the sites is in the area? By conducting a cultural resource survey. But how do you conduct a survey?
9. After completing this module, you will be able to define a cultural resource survey;
10. determine when and how to conduct a cultural resource survey; and
11. identify and describe survey findings.
12. A cultural resource survey is a systematic field examination of the area that may be affected by an SCS activity.
13. The purpose of the survey is to locate and document the presence of cultural resources. It is conducted as part of the environmental evaluation during planning.
14. How do you conduct a survey?
15. The best way is to walk in straight lines, called transects, close enough together to see the entire ground surface area.

16. But what may give you an indication that a cultural resource may be in the area?
17. There are a number of indicators. Of course the easiest one is when you see old buildings or other structures. But what do you do when there are no obvious clues?
18. First, cultural resources tend to occur in places with certain environmental characteristics.
19. These characteristics vary from one region to another according to the development of the landscape and of its inhabitants.
20. Some of these environmental characteristics, however, are broadly applicable and are useful indicators.
21. Four major environmental indicators are surface water, landforms, soil and vegetation, and mineral resources.
22. Rivers, springs, and other types of surface water provide life support such as drinking water, food, irrigation, sanitation, transportation, and defense.
23. Locations near them are preferred places for human settlement and likely areas for cultural resources.
24. Waterfalls and fast flowing streams have been the basis for historic settlements, which made use of water power for mills, blast furnaces, and other activities.
25. Keep in mind, however, that it may be more difficult to predict the location of habitation sites that relied on well water.
26. Landforms are also good indicators. Fairly level ground is more conducive to settlement than steep slopes.
27. Other favorable features include caves, terraces, knolls, high bluffs, and overhanging rocks.
28. Distinct changes in soil color and vegetation may indicate a site where human occupation changed the chemical and physical characteristics of the soil.

29. In particular, soil and vegetation variations in geometric patterns may suggest old roads, earthworks, foundations, fence posts, and other subsurface features. An old road might be indicated by brown vegetation or other markings.
30. Clumps of trees or dense brush in an otherwise cultivated area may conceal an archeological or historic site left uncultivated because it was difficult to plow
31. or because someone wished to leave a family cemetery undisturbed.
32. Remnants of cultivated plants— particularly fruit trees, shade and ornamental trees, berry shrubs, and even flowers— may identify historic sites.
33. Early agricultural settlements are more often found in areas with arable soil than in those with rocky or poorly drained soils.
34. Areas producing wild food plants for humans and game animals were also favorable for human habitation.
35. Ecotones, or ecosystem transition zones, where different plant and animal communities border each other, such as a forest edge, offer a variety of resources. Consequently, they tend to contain more archeological sites.
36. Mineral deposits such as clay, copper, and turquoise were used by people in the past. In such areas, signs of related human activity may be expected.
37. In addition to environmental indicators, artifacts found in their original settings indicate the presence of an archeological site.
38. But, what's an artifact?
39. Artifacts are objects made or altered by human beings for utilitarian, ornamental, or religious purposes.
40. An old nail or pottery fragment on the ground alerts you to the possible presence of an archeological site and to look for further clues.
41. Chipped stone tools also indicate the presence of an archeological site.

42. Chipped stone tools are small, flat, sharp-edged, and made of fine-grained rock such as flint, chert, and quartz.
43. They are distinguishable from natural stones by the small flakes or chips removed in a generally regular and patterned fashion— sometimes on both sides.
44. The most frequent and easily recognizable are projectile points, such as arrowheads, dart points, and spear points.
45. Other tools such as scrapers, drills, and knives are also found.
46. Waste flakes and chips are the debris from the manufacture of stone tools and weapons. They are found in abundance on some sites.
47. They are often distinguishable by a bulge called a “bulb of percussion” on the flake near where the blow was struck to remove it from a larger piece of stone.
48. Ground stone tools and fragments are indicators as well. They were made with a grinding technique and include some axes and plant grinding tools such as pestles and mortars, and manos and metates.
49. Other ground stone objects are stone pipes and pendants.
50. Bone fragments may indicate the remains of humans and animals as well as artifacts such as harpoons, awls, or beads made from bone and antler.
51. Pierced shell beads, shell hoes, and other implements may also be found on archeological sites.
52. Ceramic fragments from pottery vessels, often called “sherds”, are a good indication of a prehistoric or historic site.
53. They may be soft, crumbly, and undecorated; hard, polished with multicolored decorations; or glazed.
54. Many kinds of historic artifacts may be scattered around an historic building or indicate where one might have been.

55. Kaolin or white clay bowls and stems of tobacco pipes are good indicators of an historic site. White clay pipes were used extensively from the colonial period up until 1850.
56. Ceramic fragments of dishes and plates, glass bottles or window fragments; and metal nails, hinges and brick are other good indicators.
57. These historic artifacts are more common and recognizable but it is more difficult to determine the old from the new.
58. Archeological features and structures are other kinds of cultural resource indicators.
59. Earthworks include mounds, embankments, dikes, ditches and depressions indicating building foundations, house pits, burials, temples, dams, and fortifications.
60. Geometric ground patterns and distinct contours, such as those of mounds, are often smoothed down by farming and erosion.
61. Foundations made of rock, cut stone or concrete tell the story of a past building or other structure.
62. Stone configurations revealing past human activity may be rocks or boulders arranged in various alignments for tepee weights, fish weirs, corrals, field enclosures, tombstones, and shrines.
63. Rock art is a form of past human activity that leaves much to the imagination. Designs are painted or carved on cave walls, rock cliffs and boulders.
64. Trash disposal areas—such as middens, pits, and wells—can yield valuable artifacts and information.
65. Concentrations of shells, for example, can be found near present or prehistoric shorelines, indicating settlement sites where shellfish were consumed.
66. Hearths indicate cooking and heating in houses and camps. They may be lined with clay or stones, often cracked and stained, and have charred wood and charcoal concentrations.

67. Now that you know the major indicators of cultural resources, it will be easy for you to find that old trading post or the Indian village if they are in the area.
68. Are there such things as surface water, landforms, soil and vegetation, or mineral resources that encourage you to look further?
69. By observing the environmental indicators in your area, you will know if a cultural resource survey is needed.
70. Are there artifacts such as a scatter of old nails, brick, or glass
71. that may give you a clue about the trading post?
72. Perhaps some forgotten projectile points or sherds
73. might be clues about the Indian village.
74. Your survey might reveal the remnants of an old structure, or
75. archeological features such as the trading post foundation or an Indian house pit depression.
76. If you do find one or both of these sites, what is your next step?
77. You may be able to plan around them. But what if you can't?
78. Then you need to have them evaluated to determine if they are important enough to find a way to protect them. You will learn how this is done in Module 5.
79. Please stop the tape and turn to Module 4 in the study guide to review and complete this module.

Module 5 — Evaluating Cultural Resources

1. SCS logo
2. Module 5, Evaluating Cultural Resources
3. Now that you've learned how to identify cultural resources, what do you do with them once you've found them?
4. First, you should try to avoid affecting them.
5. But if you can't, then you have them evaluated for significance. A cultural resource is significant if it meets the National Register of Historic Places criteria. You will have this evaluation done with assistance from your SCS State cultural resources coordinator and State Historic Preservation Officer.
6. After completing this module, you will be able to define the National Register of Historic Places criteria,
7. list other information useful in determining eligibility for the National Register,
8. and describe the process for determining National Register eligibility.
9. The first step is to evaluate the resources according to the National Register of Historic Places criteria.
10. The National Register of Historic Places, compiled by the National Park Service, is the official list of the Nation's cultural resources worthy of preservation.
11. It includes districts, sites, buildings, structures and objects that are significant in American history, architecture, archeology, engineering, and culture.
12. Because less than 10% of the country has been surveyed for cultural resources and many cultural resources have not been formally evaluated, the National Register is not a complete list.
13. That's why we must identify cultural resources and evaluate them for the National Register.

14. The National Register criteria are listed in General Manual 420, Part 401.23, and in the cultural resource study guide. The criteria include cultural resources
15. that possess integrity of location, design, materials, and association and are related to events
16. contributing to the broad patterns of our history or are associated with
17. the lives of persons significant in our past,
18. or that embody distinctive characteristics,
19. or are likely to yield information important in prehistory or history.
20. Significance may be at the local, State, or National level.
21. There are a few other considerations or rules of thumb, which, although not absolute, require that cultural resources have exceptional significance. They are that the cultural resource should be
22. at least 50 years old,
23. not relocated or reconstructed,
24. and not be primarily commemorative in nature.
25. Ordinarily, cemeteries, birthplaces, or graves of historical figures and resources owned by religious institutions will not be considered eligible for the National Register.
26. In addition to the National Register criteria, you should also use
27. the State Historic Preservation Plan. It is available from your State Historic Preservation Office and specifies important cultural resource information needs for your particular State.
28. It also discusses those resources that have been determined eligible for the National Register and the types of resources that are not well represented on the National Register in your State.

29. Now, how is a cultural resource evaluated?
30. First, it must have integrity. Integrity is the resource's historic authenticity evidenced by the survival of physical characteristics that it possessed in the past.
31. If it's a building or a structure, does it retain most of its original design and significant structural elements? Are there no unrelated visual intrusions on its setting?
32. If it's an archeological site, are the remains still relatively intact? Has it suffered little disturbance from erosion, plowing, construction, or other causes?
33. Secondly, is it associated with important events in our history
34. such as the development of Indian civilizations,
35. the Civil War,
36. or industrialization? Is it associated with the lives of persons significant in our past
37. such as Hunter's home, which belonged to George Murrell, a prominent merchant and postmaster who helped develop Park Hill, Oklahoma in the 1840s.
38. Does it embody the distinctive characteristics of a type, period or method of construction — such as a Victorian house,
39. covered bridge, or
40. log cabin?
41. Or is it likely to yield information important in prehistory or history like this archeological site, which is providing new information on how people first came into North America.
42. Other criteria to consider are:

43. its uniqueness. Is it like other resources in the area? Is it rare or unusual?
44. Is it well-preserved? Does it have intact features like this house foundation? Or might it contain preserved plant and animal remains?
45. Is it of a period that is under-represented in your area or for which little is known?
46. Does it exhibit a range of definable activities such as this village site or limited specialized activities like
47. a stone quarry site?
48. Is there an extensive array of artifacts?
49. Is it important for environmental information such as soil formation data?
50. Or can it provide a public education opportunity?
51. If you cannot obtain onsite assistance in evaluating the resource within a reasonable length of time,
52. write a description of the resource, its location, and type of conservation practices being recommended;
53. photograph the resource;
54. and send the documentation to the SCS State cultural resources coordinator with a request for its evaluation.
55. For an archeological site, the description should explain how large the site is,
56. the kinds of artifacts found,
57. the estimated depth of the soil horizons containing artifacts,

58. the environmental setting,
59. current condition, and erosion phase.
60. Much of this information can be put on a roughly scaled map.
61. Copies of this documentation should be included in the case files and noted in the conservation assistance notes, CPA-6.
62. Once it is determined that a cultural resource is eligible for the National Register, decide
63. whether the conservation activity will have an adverse effect on that resource. Determining adverse effects was described in Module 2.
64. Now let's review what we have learned in this module. A cultural resource is significant if it meets the National Register of Historic Places criteria.
65. Determining significance is done with assistance from your SCS State cultural resources coordinator or specialist.
66. If you cannot obtain on-site assistance in evaluating a cultural resource within a reasonable length of time, write a description of the resource, its location, and recommended conservation practices;
67. photograph the resource; notify your supervisor; and send the documentation to the SCS State cultural resources coordinator with a request for its evaluation.
68. Please stop the tape and turn to Module 5 in the study guide to review and complete this module.

Model 6 — Protecting Cultural Resources During Implementation

1. SCS logo
2. Module 6, Protecting Cultural Resources During Implementation
3. SCS responsibility to protect cultural resources does not end with the conservation planning process. We have the responsibility to see that decisions about how the resources will be treated are carried out during the plan implementation.
4. And, even with careful planning, it is possible that cultural resources might be discovered during construction. These, too, must be protected.
5. After completing this module, you will be able to identify SCS responsibility for protecting cultural resources during implementation of conservation plans and projects;
6. list methods for mitigating adverse effects on cultural resources; and
7. list ways to protect cultural resources discovered during construction.
8. All SCS employees involved with installing conservation practices are responsible for protecting cultural resources and carrying out the provisions of a cultural resource mitigation plan.
9. In Module 2, you saw how to avoid harming cultural resources. You saw that adverse effects occur when SCS actions can cause damage to the quality or integrity of a resource's significant characteristics.
10. The physical avoidance of cultural resources can be accomplished in several ways.
11. Design changes can be made that will move a structure or conservation practice away from the cultural resource.
12. Work limits can be set that minimize the subsurface disturbance of archeological features.
13. Special provisions can be written into the conservation plan or construction contract.

14. These special provisions might call for fencing off resources to avoid, impacts during construction and future activities in the area,
15. or may require the contractor to use a specified route to the construction site to avoid disturbing a cultural resource.
16. Another example might be building a revetment wall to protect a resource from water damage.
17. When a significant cultural resource cannot be avoided, the adverse effects can be reduced to acceptable levels by a mitigation plan.
18. The plan may involve several alternatives including restoring an historic building to its original form,
19. relocating an historic structure to a safer place, or
20. stabilizing a site or building to prevent further deterioration.
21. A mitigation plan might also involve making careful records about the architectural features and history of a building or structure
22. or conducting data recovery of significant archeological information by excavation and investigative research
23. landscaping to protect or enhance the historic scene
24. or any combination of the above.
25. For example, in one recent SCS watershed project, mitigation was accomplished by a multi-staged plan
26. that involved recording the architectural styles of historic houses
27. and researching the local history land use and settlement patterns.
28. It also involved recovering archeological data by excavating a sample of several sites

29. and by designing a safety buffer in a construction borrow area.
30. The treatment of Native American or other human burials and religious areas always require special handling. Consultation with the State cultural resource coordinator and State historic preservation officer will be needed.
31. There are three principles that guide mitigation efforts.
32. They should relate to a State Historic Preservation Plan;
33. they must be executed in a timely, cost-efficient manner for the public good;
34. and they must protect the values that made the resource significant.
35. Mitigation alternatives should be developed in consultation with the land user and SCS State cultural resources coordinator.
36. Your SCS cultural resources coordinator will contact the State Historic Preservation Officer and other specialists for assistance.
37. We have discussed protection of known resources, but what happens when a cultural resource is unexpectedly discovered during construction?
38. Two immediate actions should be taken according to GM 420, Part 401.8.
39. First, protect the resource from further disturbance.
40. And, second, have the resource's significance evaluated with assistance from the SCS cultural resources coordinator. Modules 4 and 5 explained how this evaluation is done.
41. If the newly discovered cultural resource appears to be significant and thus eligible for the National Register of Historic Places, then GM 420, Part 401.8 procedures should be followed.
42. During project construction, the project engineer or inspector will notify the line supervisor and SCS cultural resources coordinator about the discovery and will instruct the contractor to avoid any work that may damage the resource.

43. During nonproject construction, request the land user to avoid work that may damage the resource. You should then contact your supervisor and the SCS cultural resources coordinator for assistance.
44. The SCS cultural resources coordinator or State conservationist will then inform the State Historic Preservation Officer and a National Technical Center specialist of the discovery. They may request an onsite evaluation.
45. If an onsite evaluation cannot be obtained, then document the resource by photographs, drawings, and a written description of the resource as discussed in Module 5.
46. These characteristics include site size, artifact types, their depth and placement, and site environmental setting and condition.
47. If it is determined by consultation that the cultural resource is not significant, conservation work may resume. Send copies of the field documentation to the SCS coordinator.
48. If the cultural resource is significant and the effect adverse, then work with your SCS State cultural resources coordinator to develop mitigation alternatives to eliminate or reduce the adverse effects
49. It is the responsibility of each SCS employee to protect cultural resources during implementation.
50. With proper planning and use of General Manual 420, Part 401, even the discovery of unforeseen cultural resources can be handled without delaying construction.
51. Let's review the methods for mitigating adverse effects to cultural resources. They may include any combination of:
 52. physical protection measures such as fences and berms
 53. along with using local federal statutes;
 54. data recovery of archeological site information through scientific excavations:
 55. documentation,

- 56. restoration,
- 57. relocation, or stabilization, and
- 58. landscaping by mixing conservation measures with the natural environment or historic context.
- 59. The discovery steps you should take when cultural resources are encountered during construction, are to
- 60. protect the resource by avoiding further work that may damage it,
- 61. document the resource with written notes and photographs if necessary, and
- 62. request assistance in evaluating significance.
- 63. If it is significant, determine if the conservation activity will cause an adverse effect; and
- 64. develop a mitigation plan, if necessary, to avoid further damage before proceeding with the conservation action.
- 65. Please stop the tape and turn to Module 6 in the study guide to review and complete this module.

Appendix 3: Answers for Optional Review Quizzes

Module 1

1. True
2. True
3. False
4. True
5. True
6. False
7. True

Module 2

1. True
2. False
3. True
4. True
5. False

Module 3

1. True
2. True
3. False
4. True
5. False

Module 4

1. True
2. True
3. False
4. True
5. False
6. True
7. True
8. False

Module 5

1. True
2. False
3. True
4. True
5. True

Module 6

1. True
2. True
3. False
4. True
5. False
6. False
7. True—best probability
8. True



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